

## Curriculum Matrix for *Wellness Wonders*

The Curriculum Matrix illustrates the instructional design for this unit's standards. Standards may be classified as Taught and Assessed, Reviewed and Assessed, or Reinforced. **Note:** Complete wording for the standards can be found at the end of the matrices.

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced														
Taught and Assessed														
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14
HE.A.1.2.2		F T P	F P	F P	F P	F P R	F P R	S						S
HE.A.1.2.10	D		F T P	F P	R			S	S					
HE.B.1.2.4	D	F T P M					F P R			S	S			
HE.B.2.2.1	D		F T P				F T P M							
HE.C.1.2.4		F T P M					F T P M					S	S	S
HE.C.2.2.1	D	F T M	F P R	F P R	F P R	F P R	F P R		S	S	S	S	S	S
HE.C.2.2.6	D				F P M	F P R			S	S		S	S	S
LA.B.2.2.6.3.1	D	F T P	F T P M	P R	F P	F P		S		S	S		S	

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**Taught and Assessed (Continued)**

LA.B.2.2.6.3.6	D			F T P M	F P	F P	F P R	S	S		S			
LA.C.1.2.4.3.1	D	F T P M	F P R	R	F P R	F P R	F S P R		S					S
LA.D.2.2.5.3.1							F P	F P R	S					S
MA.E.3.2.1.3.1						F P	F P R	F P R						S
MA.E.3.2.1.3.2			D	T M	F P R	F P R	F P R	F P R				S		S
MA.E.3.2.1.3.3			D	T M	F P	F P	F P	F P R						
Information Managers	D	F T P	F T P	T P	P		P	S	P		P	S	P	
Numeric Problem Solvers				F T P M	F T P M		F P	F P F	S			S		
Critical and Creative Thinkers	D				P		P	S	P	P				

## Florida Process Standards (Goal 3) Addressed

Information Managers, Numeric Problem Solvers, Critical and Creative Thinkers

### Florida Sunshine State Standards and Process (Goal 3) Standards

#### Taught and Assessed

HE.A.1.2.2

The student knows how personal health behaviors influence individual well-being.

HE.A.1.2.10

The student knows the nutritional values of different foods.

HE.B.1.2.4

The student uses strategies for improving or maintaining personal health.

HE.B.2.2.1

The student knows how the media influence thoughts and feelings about health behavior.

HE.C.1.2.4

The student knows how to make progress toward achieving a personal goal (eg., by creating an action plan for individual wellness plan).

HE.C.2.2.1

The student knows various methods for communicating health information and ideas (eg., through oral or written reports).

HE.C.2.2.6

The student knows how to enlist family, school, and community helpers to aid in achieving health goals.

LA.B.2.2.6.3.1

The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.

LA.B.2.2.6.3.6

The student attempts to use appropriate expository transitions to relate ideas.

LA.C.1.2.4.3.1

The student listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).

LA.D.2.2.5.3.1

The student distinguishes fact from opinions in newspapers, magazines, and other media.

MA.E.3.2.1.3.1

The student designs appropriate questions for a survey.

MA.E.3.2.1.3.2

The student creates a pictograph or bar graph to present data from a given survey.

MA.E.3.2.1.3.3

The student explains the results from the data of a given survey.

Florida Process Standards (Goal 3): Information Managers

01 Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.

Florida Process Standards (Goal 3): Numeric Problem Solvers

03 Florida students use numeric operations and concepts to describe, analyze, communicate, synthesize numeric data, and to identify and solve problems.

Florida Process Standards (Goal 3): Critical and Creative Thinkers

04 Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.